Ministry of
Education

2010/11
Annual Service Plan Report

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ADDENDUM TO THE 2010/11 ANNUAL SERVICE PLAN REPORT

This addendum to the 2010/11 Annual Service Plan Report contains data on performance measures not available at the time of publication.

Performance Plan Summary Table

Goal 1: High Quality Early Learning For greater detail see pages 2 to 3	**2010/11 Target**	**2010/11 Actual**
1.1 Increase the Focus on Reading for Families		
1.2 Improved School Readiness		
Percentage of children who enter kindergarten developmentally ready to learn	72%	69%[1] NOT ACHIEVED
Goal 2: Responsive K-12 Education For greater detail see pages 3 to 5	**2010/11 Target**	**2010/11 Actual**
2.1 Engage Students Through New and Flexible Choices		
2.2 Accommodate Students' Academic and Non-academic Interests and Goals		
2.3 Identify and Better Serve Students Who Need Extra Help		
Percentage of students in Grade 4 who meet reading expectations	72%	69% NOT ACHIEVED
Percentage of students in Grade 7 who meet reading expectations	70%	66% NOT ACHIEVED
Percentage of students who pass a Grade 10 language arts provincial exam	94%	92%[1] NOT ACHIEVED
Percentage of students who pass a Grade 12 language arts provincial exam	92%	93%[1] ACHIEVED
2.4 Use Achievement Statistics to Improve Education Delivery		
Percentage of students who complete school within six years of first starting Grade 8	81%	81%[1] ACHIEVED
Percentage of Aboriginal students who complete school within six years of first starting Grade 8	52%	54%[1] ACHIEVED
Percentage of students who enrol in post-secondary study or skills training within two years of completing school	66%	Data Available in 2014
Goal 3: Life-long Learning and Literacy	**2010/11 Target**	**2010/11 Actual**
3.1 Guarantee Adult Learners the Basic Skills for Success		
3.2 Increase the Focus on Reading in Communities		

[1] Updated February 2012

Goal 1: High-quality early learning

The Ministry and its partners are building a variety of learning options, from coaching families on how best to encourage the development of babies and toddlers at home to creating province-wide programs that allow parents and caregivers to access professional early childhood educators.

Objective 1.2: Improved school readiness

Performance Results

Performance Measure	2005/06 to 2007/08 Baseline	2008/09 Actual	2009/10 to 2010/11 Target	2009/10 to 2010/11 Actual[1]
The percentage of children who enter kindergarten developmentally ready to learn	70.4%	71.4%	72%	69%

Data Source: The Human Early Learning Partnership (University of British Columbia, funded by the ministries of Children and Family Development, Education, and Health). For more information see www.earlylearning.ubc.ca/

[1] Updated February, 2012

Discussion of Results

The tool chosen to gauge children's readiness for school is the Early Development Instrument, administered by the Human Early Learning Partnership at the University of British Columbia. Kindergarten teachers in B.C. began to collect data for the Early Development Instrument in 1999/00, and, since March 2004, all 60 school districts submit data.

The Early Development Instrument assembles data in five key areas of children's development: physical health and well-being, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge. This information is then examined to teach us more about how and why different groups of children are developing.

Prior to 2008/09, data was collected in waves over three-year intervals by the Human Early Learning Partnership. In 2008/09, data was collected for the whole province. Starting with 2009/10, data for the whole province is being collected over a two-year period.

Ministry Response

The Ministry has made major investments in B.C.'s education system to benefit early learners. The most prominent examples, StrongStart BC and full-day kindergarten, will support learning and development among children and lead to increased student achievement. The development of neighbourhood preschools for three- and four-year olds is still under consideration.

Ministry progress on StrongStart BC and full-day kindergarten within the timeframe of this report includes the following highlights:

- approved additional StrongStart BC early learning programs, bringing the total to 316;
- provided full-day kindergarten for more than 22,000 children;
- provided two early learning webcasts on the topics of self-regulation and project-based learning for educators and StrongStart BC facilitators;
- created full-day kindergarten video series for educators to support quality programs; and
- provided $145M in capital funding for approximately 700 new and converted kindergarten classrooms to meet the demand for new spaces across the province for September 2011.

Goal 2: Responsive K-12 education

Choice, excellence, and accountability are the hallmarks of a high-quality education system and inspire higher levels of student literacy and achievement. The Ministry's superintendents of achievement meet regularly with school districts across the province to help districts better serve all students, and especially those who might be struggling.

Objective 2.3: Identify and better serve students who need extra help

Performance Results

Performance Measure[1]	2008/09 Actual[4]	2009/10 Actual[4]	2010/11 Target	2010/11 Actual[5]
Percentage of students who pass a Grade 10 language arts provincial exam[2]	94.1%	93.4%	94%	92%
Percentage of Grade 12 students who pass a Grade 12 language arts provincial exam[3]	90.4%	91.4%	92%	93%

Data Source: Provincial Required Examinations, Ministry of Education.

[1] Percentage of students that have completed a grade 10/12 language course and have passed the associated provincial examination. Students are counted as of September 30th of each school year.

[2] Exams include English 10, English 10 First Peoples, and Français langue première 10.

[3] Exams include Communications 12, English 12, English 12 First Peoples, and Français langue première 12.

[4] Figures have been restated to include recent updates to student records, such as merged school and PEN information.

[5] Updated February 2012.

Discussion of Results

The Grade 10 language arts exams require students to read and comprehend text, think critically about literature, and write clearly. These exams offer another opportunity to identify and better serve students struggling in school.

The Grade 12 language arts exams provide a clear indication of whether the exam writer has sufficient reading comprehension and writing skills to successfully pursue career opportunities or post-secondary education after graduation.

Grade 10 and Grade 12 exams also serve the Ministry and education system as useful performance indicators.

Ministry Response

Students in British Columbia are achieving high results on the grades 10 and 12 language arts provincial exams, with targets met or nearly met. Language arts are a key performance measure and the targets have been established to highlight their importance as a fundamental component for success. In order to meet these targets, several initiatives and strategies have been put into place.

The implementation of courses in English 10, 11 and 12 First Peoples will provide greater curricular relevance and opportunities for learners as they work towards success in meeting their language arts requirements. Similarly, a move to personalized learning, which includes developments in reading and writing performance standards and ongoing work on assessment practices, is offering students and educators greater choice, flexibility, and increasingly relevant approaches to teaching and learning. These initiatives are part of long-term and ongoing measures to improve student performance in language arts.

Objective 2.4: Use achievement statistics to improve education delivery

Performance Results

Performance Measure	2008/09 Actual	2009/10 Actual	2010/11 Target	2010/11 Actual[1]
Percentage of students who complete school within six years of first starting Grade 8	79.2%	79.7%	81%	81%
Percentage of Aboriginal students who complete school within six years of first starting Grade 8	49.8%	50.4%	52%	54%

Data Source: Completion rates are based on data collected by the Ministry of Education.

[1] Updated February 2012

Discussion of Results

Completion rates are determined by calculating the percentage of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a B.C. public or independent school.[1]

Young adults have a greater chance of making a successful transition to post-secondary studies or the workplace if they complete B.C.'s graduation requirements and receive a secondary school graduation diploma.

[1] The calculation of completion rates requires an estimate of migration from British Columbia. This estimate cannot be generated at the school level; therefore, completion rates are available only at the provincial and district levels.

Results continue to show that B.C.'s world-class education system is meeting the needs of most students but new strategies are needed if students are to surpass the existing plateaus in achievement.

Ministry Response

While B.C. currently enjoys a reputation as one of the top jurisdictions internationally in education, to maintain that position well into the future, the Province must embrace change. A personalized learning model has the flexibility to build on the strengths, interests, and passions of individual students. LearnNow BC, the Province's virtual school, provides students around the province with more choices and first-rate tutoring.

The provincial superintendents of achievement discuss student achievement reports with each district superintendent and executive team to identify individual students who may be vulnerable. School districts then manage interventions to assist these students. Superintendents of achievement also canvass school districts for strategies that are improving student achievement. These strategies are shared with other districts that have similar challenges.
In addition, the Ministry is continuing to work with Aboriginal communities and school districts to make tangible plans to engage Aboriginal students. There are now 51 Aboriginal education enhancement agreements to improve the success and educational experience of Aboriginal students in British Columbia. At the same time, the Ministry has introduced English First Peoples 10 and 11.

Message from the Minister and Accountability Statement

I am pleased to present the Ministry of Education *2010 2011 Annual Service Plan Report*, outlining achievements during the fiscal year ending March 31, 2011. This report reflects our progress over the past year; in particular our efforts to expand early learning programs, introduce flexibility in our education system through personalized learning, and inspire life-long learning for B.C. families. B.C. has a good education system and if we dare to dream and work together it can be a great system.

This is an exciting time of positive change for British Columbia. We have a new Premier and a new agenda to put families first. Families will be at the forefront of all decisions within the Ministry and across government.

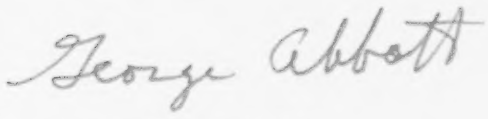
As a new grandfather, I believe that preparing our students for life-long learning is the best gift we can give our children. The world around us is clearly changing and educators today know much more about how students learn than ever before. We know that it is essential to have a system that is flexible and responsive to children's individual needs and interests so they remain engaged in their learning, while balancing the need for rigorous educational standards. This is the concept of personalized learning that is being explored by jurisdictions around the world; and in schools throughout B.C.

This year, we have successfully introduced full-day kindergarten to over half of B.C.'s kindergarten-aged children. By September 2011, full-day kindergarten will be available for every kindergarten-aged child in B.C.

We also want to enhance education in rural communities through initiatives projects like "Growing Innovation," a unique research project that will explore new and creative learning opportunities for students in these communities. Districts selected to be a part of this pilot project will bring their innovative ideas to life so they can be used as case studies to share among other school districts in B.C. This project uses a unique approach that will allow our rural school districts to explore the benefits of personalized learning and engage students and their families to improve education outcomes.

We know that high quality, play-based early learning programs have long-term benefits for a child's academic and social development that supports their success in school and in life. That's why we continue to fund 316 StrongStart BC early learning programs across the province and are opening another 10 programs in September 2011. We are committed to the expansion of this valuable program and are focused on communities with the greatest need for support of children and their families.

We also know that parents have a key role to play in education. When their parents are actively involved, children do better in school. That is why it is important for us to encourage parents to stay involved in their child's education at every grade level, to help ensure the individual needs of every single student in B.C are met. Ultimately, we need an education system in B.C. that meets the needs of students, parents and teachers—in many respects good work is underway and in others, more work needs to be done.



Honourable George Abbott
Minister of Education

June 21, 2011

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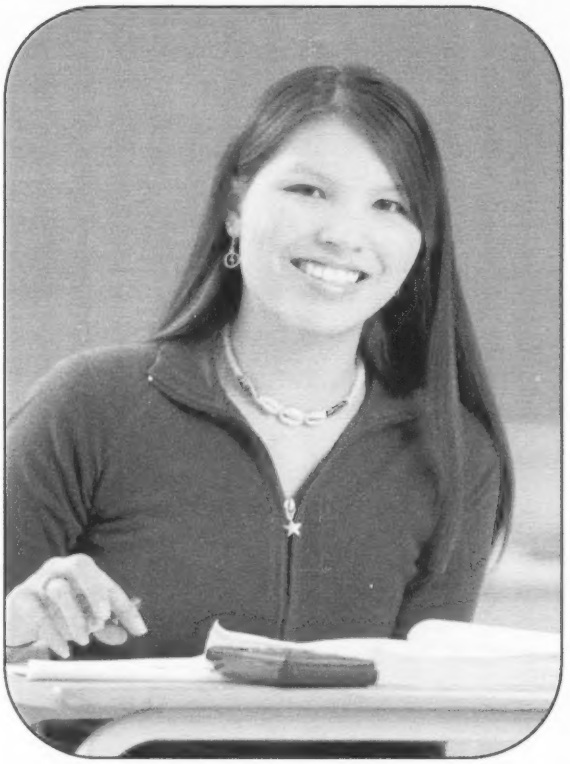
Purpose of Ministry

A good education gives learners foundational skills in reading, writing, and math, as well as other skills equally essential in the 21st century, such as creative and critical thinking, collaboration, communication, and cultural awareness.

That is why the Government of British Columbia is enhancing its already world-class education system through a personalized approach, engaging students in deeper learning that builds on their individual needs, interests, and passions.



The Ministry of Education is leading this transformation in all stages of the system, working closely with education stakeholders in early learning programs, the K–12 school system, and life-long literacy initiatives, including neighbourhood learning centres and public libraries. This personalized approach includes students, parents, and teachers as partners in the learning experience.

Families will be at the forefront of all decisions within the Ministry and across government. Preschoolers benefit from Ministry initiatives such as StrongStart BC early learning programs, which offer play-based early learning opportunties and demonstrate for parents and caregivers how they can help their children develop. Full-day kindergarten for five-year olds, which will be fully implemented by September 2011, will provide greater opportunities for young children to develop the skills they need to succeed in school and life.

Through governance, legislation, policy, and standards, the Ministry provides leadership and funding to the K–12 education system. It also monitors performance through superintendents of achievement, who support districts to improve student achievement and develop leadership at the district level.

The K–12 system serves approximately 580,000 public school students, 70,000 independent school students, and 2,200 home-schooled children. More than 65,000 Aboriginal students are included in these numbers, as are more than 4,450 students enrolled in Conseil scolaire francophone de la Colombie-Britannique, exercising their right to a Francophone education.

Recognizing that learning does not just take place in the classroom or end when students turn eighteen, the Ministry continues to support public libraries and neighbourhood learning centres and the many services and resources they offer to families and community members of all ages. In addition, the Ministry supports adults interested in completing secondary school or upgrading their skills to be competitive in the 21st century.

The Ministry of Education works closely with boards of education and independent school authorities, professional education organizations, community literacy organizations, public libraries, First Nations representatives, provincial ministries and agencies, and the private sector. Roles and responsibilities are set out under the *School Act*, the *Independent School Act*, the *Teaching Profession Act*, the *Library Act*, the *First Nations Education Act*, the *Community Care and Assisted Living Act*, the *Special Accounts Appropriation and Control Act*, and accompanying regulations.

Strategic Context

The Ministry of Education was influenced in 2010/11 by many new and pre-existing social, economic, and contextual factors of life in British Columbia. Declining student enrolment, labour relations, children's health, special needs, and technological advances all impact the education system. The following are examples of developments that presented the Ministry with specific challenges and opportunities over the past year and ongoing factors that must be considered in the education of our young people.

Social Factors

- Enrolment in the K–12 system declined between 1997/98 and 2010/11 by approximately 60,500 students (public only).
- Demand for online and distributed learning more than doubled between 2006/07 and 2009/10 to over 71,000 students, despite the decline in overall student enrolment across the school system.[2]
- Almost 40 per cent of adult British Columbians are unable to understand complex printed information in their choice of Canada's official languages.[3]
- Almost one in three children starts kindergarten without the skills needed to succeed[4]. These students are likely to have difficulty throughout their education.
- Aboriginal student outcomes continue to demonstrate that the K–12 system needs to better meet the needs of these students, especially in terms of tailoring learning toward personal passions, including cultures, histories, and languages.
- The number of children with special needs entitled to an individual education plan increased by 5,900 between 2002/03 and 2010/11, from 18,360 to 24,260.
- More than 64,450 students currently receive English-as-a-second-language services, up from approximately 60,150 in 2003/04.
- Over the past 25 years, the number of obese adolescents ages 12–17 has tripled.[5]

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[2] Data includes all school-age and adult students enrolled in public and independent schools. For more information and complementary facts in the Ministry's Student Statistics report, please visit www.bced.gov.bc.ca/reporting/

[3] Statistics Canada. (2005). *Building on our Competencies: Canadian Results of the International Adult Literacy and Skills Survey 2003*. (Catalogue no. 89-617-XIE). http://www.statcan.gc.ca/bsolc/olc-cel/olc-cel?catno=89-617-XIE&lang=eng

[4] For more information see http://www.earlylearning.ubc.ca/

[5] Shields, M. (2005). *Measured Obesity: Overweight Canadian children and adolescents*. Statistics Canada (Catalogue no. 82-620-MWE2005001). www.statcan.gc.ca/pub/82-620-m/2005001/pdf/4193660-eng.pdf#page=2

Economic Factors

- British Columbia's real GDP increased by 4.0 per cent in 2010, following a decline of 1.8 per cent in 2009. Indicators of economic performance in 2010 show that BC's economy is recovering from the period of severe weakness it experienced in late 2008 and early 2009. Improvements in the domestic economy were observed in employment, consumer spending and housing, while external gains were made in exports and shipments of manufactured goods.
- More adults are improving their earning potential through education. The number of adult learners in the K–12 system rose from 22,676 in 2009/10 to 25,465 in 2010/11.

Contextual Factors

- Full-day kindergarten for five-year-olds will be fully implemented by September 2011.
- Students are growing up in a world that is increasingly connected and reliant on technology. Communication is instantaneous and information is available from anywhere at any time.
- Many of today's career opportunities did not even exist a decade ago. Students need to have the skills to adapt to a rapidly changing world.
- Today's employers are looking for workers with well-developed skills in areas such as critical thinking, communication, innovation, problem solving, and teamwork.
- Increased competition in the global economy makes improving the productivity of B.C.'s workforce a necessary and urgent priority.
- The Ministry of Education is working with various partners, including other ministries, to further pursue the goal articulated through the Transformative Change Accord signed in November 2005. That accord aims to close the gap between First Nations and other British Columbians in health, housing, education, and economic opportunities.

Report on Performance

This annual service plan report provides data and discusses the results related to the measures in the Ministry of Education *2010 11 – 2012 13 Service Plan*. Through this report, the Ministry models accountability and communicates both successes and lessons learned. However, the Province's fiscal year does not parallel the school year; therefore, some data is unavailable at this time. That information will be made public at a later date or as it becomes available.

Performance Plan Summary Table

Goal 1: High Quality Early Learning For greater detail see pages 11 to 13	**2010/11 Target**	**2010/11 Actual**
1.1 Increase the Focus on Reading for Families		
1.2 Improved School Readiness		
Percentage of children who enter kindergarten developmentally ready to learn	72%	Data Available Fall of 2011
Goal 2: Responsive K-12 Education For greater detail see pages 13 to 20	**2010/11 Target**	**2010/11 Actual**
2.1 Engage Students Through New and Flexible Choices		
2.2 Accommodate Students' Academic and Non-academic Interests and Goals		
2.3 Identify and Better Serve Students Who Need Extra Help		
Percentage of students in Grade 4 who meet reading expectations	72%	69% NOT ACHIEVED
Percentage of students in Grade 7 who meet reading expectations	70%	66% NOT ACHIEVED
Percentage of students who pass a Grade 10 language arts provincial exam	94%	Data Available in Fall 2011
Percentage of students who pass a Grade 12 language arts provincial exam	92%	Data Available in Fall 2011
2.4 Use Achievement Statistics to Improve Education Delivery		
Percentage of students who complete school within six years of first starting Grade 8	81%	Data Available December 2011
Percentage of Aboriginal students who complete school within six years of first starting Grade 8	52%	Data Available December 2011
Percentage of students who enrol in post-secondary study or skills training within two years of completing school	66%	Data Available in 2014
Goal 3: Life-long Learning and Literacy For greater detail see pages 20 to 21	**2010/11 Target**	**2010/11 Actual**
3.1 Guarantee Adult Learners the Basic Skills for Success		
3.2 Increase the Focus on Reading in Communities		

Goals, Objectives, Strategies and Performance Results

In 2010/11, the Ministry of Education, together with its partners, pursued the following goals

- High-quality early learning;
- Responsive K–12 education; and
- Life-long learning and literacy.

With the Province and its partners giving the very young the best possible start in school and life, responding to the needs of those students throughout school, and supporting all learners who need or want to learn more, all British Columbians will have the opportunity to develop essential skills, starting with reading. Our citizens can then pursue their dreams, strengthen their communities, and contribute to a better, more prosperous British Columbia.

Goal 1: High-quality early learning

The Ministry and its partners are building a variety of learning options, from coaching families on how best to encourage the development of babies and toddlers at home to creating province-wide programs that allow parents and caregivers to access professional early childhood educators.

Objective 1.1: Increase the focus on reading for families

Strategies

- Lead with the ReadNow BC[6] strategic plan, coordinating other ministries, boards of education, community organizations, literacy stakeholders, libraries, post-secondary institutions, Aboriginal groups, businesses, and communities, to support families and engage young people in learning
- Ensure district literacy[7] plans include early learning goals on which boards of education and communities can collaborate.
- Promote public library programs and resources for families with young children.

[6] For more information about ReadNow BC, please visit www.readnowbc.ca
[7] For more information about district literacy plans, please visit www.readnowbc.ca/communities/district_literacy_plans

Objective 1.2: Improved school readiness

Strategies

- Offer full-day kindergarten for five-year-olds.[8]
- Establish neighbourhood preschools for three- and four-year olds.
- Reach all areas of the province with StrongStart BC[9] early learning centres and outreach programs.
- Distribute a StrongStart BC operations guide to boards of education to inform local programs.

Performance Results

Performance Measure	2005/06 to 2007/08 Baseline	2008/09 Actual	2009/10 to 2010/11 Target	2009/10 to 2010/11 Actual
The percentage of children who enter kindergarten developmentally ready to learn	70.4%	71.4%	72%	Data Available Fall of 2011

Data Source: The Human Early Learning Partnership (University of British Columbia, funded by the ministries of Children and Family Development, Education, and Health). For more information see www.earlylearning.ubc.ca/

Discussion of Results

The tool chosen to gauge children's readiness for school is the Early Development Instrument, administered by the Human Early Learning Partnership at the University of British Columbia. Kindergarten teachers in B.C. began to collect data for the Early Development Instrument in 1999/00, and, since March 2004, all 60 school districts submit data.

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Prior to 2008/09, data was collected in waves over three-year intervals by the Human Early Learning Partnership. In 2008/09, data was collected for the whole province. Starting with 2009/10, data for the whole province is being collected over a two-year period.

[8] For more information about full-day kindergarten, please visit www.bced.gov.bc.ca/early_learning/
[9] For more information about StrongStart BC, please visit www.bced.gov.bc.ca/early_learning/strongstart_bc/

Ministry Response

The Ministry has made major investments in B.C.'s education system to benefit early learners. The most prominent examples, StrongStart BC and full-day kindergarten, will support learning and development among children and lead to increased student achievement. The development of neighbourhood preschools for three- and four-year olds is still under consideration.

Ministry progress on StrongStart BC and full-day kindergarten within the timeframe of this report includes the following highlights:

- approved additional StrongStart BC early learning programs, bringing the total to 316;
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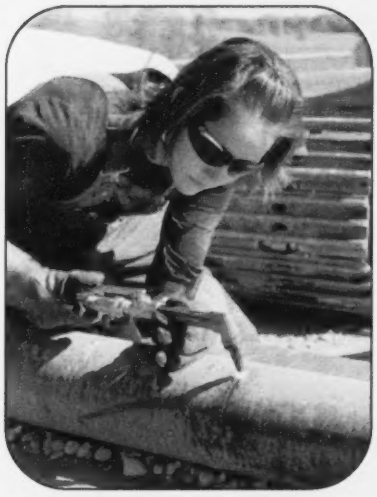
- created full-day kindergarten video series for educators to support quality programs; and
- provided $145M in capital funding for approximately 700 new and converted kindergarten classrooms to meet the demand for new spaces across the province for September 2011.

Goal 2: Responsive K-12 education

Choice, excellence, and accountability are the hallmarks of a high-quality education system and inspire higher levels of student literacy and achievement. The Ministry's superintendents of achievement meet regularly with school districts across the province to help districts better serve all students, and especially those who might be struggling.

Objective 2.1: Engage students through new and flexible choices



Strategies

- Develop new forms of schooling to support the unique needs and interests of students.
- Revise curriculum to ensure students have the knowledge and skills needed for the future.
- Establish neighbourhood learning centres[10] that create rich learning opportunities for students by introducing a variety of community groups and services, such as Aboriginal gathering spaces or senior centres.

[10] For more information about neighbourhood learning centres, please visit www.neighbourhoods-of-learning.gov.bc.ca/create/

- Support recent agreements that recognize First Nations' jurisdiction over on-reserve K–12 education and ease transitions between the public and band school systems by supporting reciprocal tuition and facilitating the sharing of information and resources.
- Support French immersion, a popular program choice in the province.
- Provide, through the Distributed Learning Strategy, high-quality distributed learning choices, including online education,[11] which can be combined with classroom instruction.
- Continue to support choice for families through independent schools and home schooling options.

Objective 2.2: Accommodate students' academic and non-academic interests and goals

Strategies

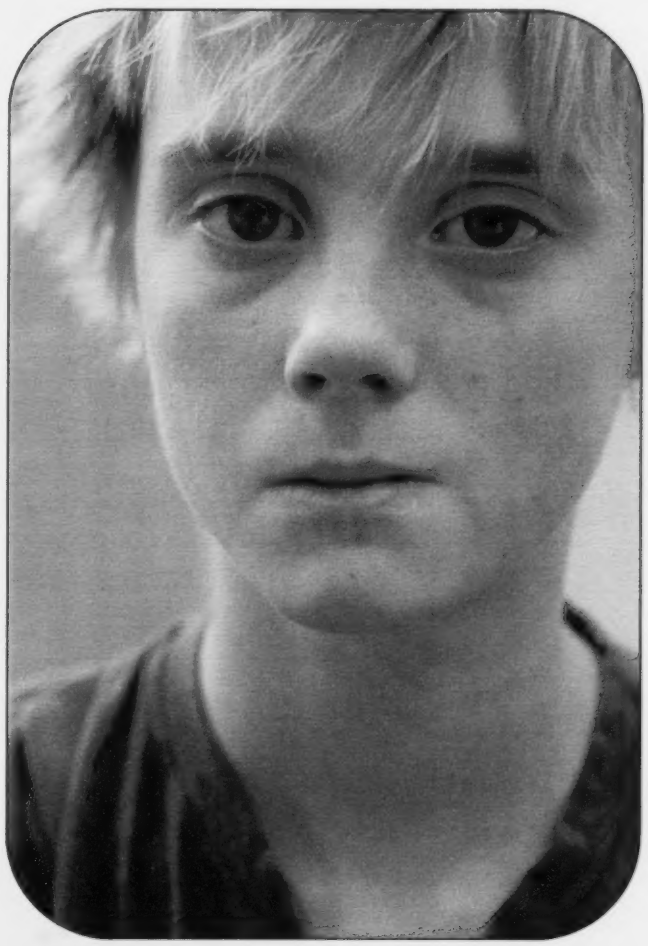
- Ensure students can choose from a variety of courses that prepare them for post-secondary studies.
- Promote career exploration and development.
- Provide, as part of the graduation program, opportunities for students to practice skills commonly used for employment.
- Highlight occupation-specific training opportunities for students who plan to enter the workforce directly after Grade 12.
- Reinforce the importance of sport and healthy living through Daily Physical Activity[12] requirements, the *Guidelines for Food and Beverages Sales in BC Schools*, and the BC Healthy Schools Network.[13]
- Continue to support the Distributed Learning Strategy, which provides online education opportunities.
- Encourage school districts to accommodate individual interests of students through programs that pair B.C.'s curriculum with intensive instruction in an art form, sport, or subject.

[11] For more information about distributed learning courses and student services available online, please visit www.learnnowbc.ca
[12] For more information about the Daily Physical Activity Strategy, please visit www.bced.gov.bc.ca/dpa/
[13] For more information about how the Ministry promotes healthy schools, please visit www.bced.gov.bc.ca/health/

Objective 2.3: Identify and better serve students who need extra help

Strategies

- Increase the effectiveness of intervention designed to help under-performing students through the work the Ministry's superintendents of achievement do with district superintendents.
- Expect all school districts and schools to address the needs of under-performing students in achievement contracts and annual school plans.
- Insist that every student with special needs entitled to an individual education plan has a current, fully implemented plan, developed in consultation with his or her parents.
- Provide targeted funding for instruction tailored to Aboriginal students, including efforts to engage students by bringing Aboriginal culture into the classroom.



Performance Results

Performance Measure[1]	2008/09 Actual	2009/10 Actual	2010/11 Target	2010/11 Actual
Percentage of students in Grade 4 who meet reading expectations	69%	67%	72%	69%
Percentage of students in Grade 7 who meet reading expectations	66%	65%	70%	66%

Data Source: Foundation Skills Assessment data, Ministry of Education.

[1] The total numbers of eligible students is reflected in the performance results, including those who did not take the assessment.

Discussion of Results

The Foundation Skills Assessment (FSA) is used to measure the percentage of public and independent school students in grades 4 and 7 who meet or exceed grade level expectations in three key areas of student learning: reading, writing, and numeracy. The FSA is administered to all students at those grade levels and focuses on the skills that form the foundation for other learning. Standards set by the Ministry are based on the recommendations of B.C. teachers.

The FSA was chosen as a measure because it can provide information on students' performance over time in key areas of learning. This measure provides all education partners with information to evaluate how well students are learning basic skills and the opportunity to plan more effectively to improve student achievement.

Ministry Response

Foundation Skills Assessment (FSA) results have not changed significantly over the past few years. B.C. must foster innovation to remain a world leader in education.

While students need many skills to reach their goals in life, most of those skills require the ability to read well and do basic math.

As we work toward educational transformation in B.C., it is important to continue to have system-wide measures of student performance in key areas. FSA can meet this need if all grade 4 and 7 students participate. In 2011, only 84 percent of students participated. The FSA indicates whether students are moving in the right direction at two critical points in their schooling. Participation by all students in grades 4 and 7 will allow all parents and teachers to determine whether their children and students are acquiring the essential skills needed for future success.

Performance Results

Performance Measure	2008/09 Actual	2009/10 Actual	2010/11 Target	2010/11 Actual
Percentage of students who pass a Grade 10 language arts provincial exam[1]	94.1%	93.3%	94%	Data available in Fall 2011
Percentage of Grade 12 students who pass a Grade 12 language arts provincial exam[2]	90.5%	91.5%	92%	Data available in Fall 2011

Data Source: Information Department, Ministry of Education.

[1] Exams include English 10 and Français langue première 10.

[2] Exams include Communications 12, English First Peoples, and Français langue première 12.

Discussion of Results

The Grade 10 language arts exams require students to read and comprehend text, think critically about literature, and write clearly. These exams offer another opportunity to identify and better serve students struggling in school.

The Grade 12 language arts exams provide a clear indication of whether the exam writer has sufficient reading comprehension and writing skills to successfully pursue career opportunities or post-secondary education after graduation.

Grade 10 and Grade 12 exams also serve the Ministry and education system as useful performance indicators.

Ministry Response

Students in British Columbia are achieving high results on the grades 10 and 12 language arts provincial exams, with targets met or nearly met. Language arts are a key performance measure and the targets have been established to highlight their importance as a fundamental component for success. In order to meet these targets, several initiatives and strategies have been put into place.

The implementation of courses in English 10, 11 and 12 First Peoples will provide greater curricular relevance and opportunities for learners as they work towards success in meeting their language arts requirements. Similarly, a move to personalized learning, which includes developments in reading and writing performance standards and ongoing work on assessment practices, is offering students and educators greater choice, flexibility, and increasingly relevant approaches to teaching and learning. These initiatives are part of long-term and ongoing measures to improve student performance in language arts.

Objective 2.4: Use achievement statistics to improve education delivery

Strategies

- Assist school districts in making better use of information and evidence arising from provincial and district achievement data to better serve all students, with additional attention on Aboriginal students, students with special needs, and students who are children in care.
- Support the development of networks among school districts, schools, and teachers to build capacity in teaching and share promising practices throughout the province.
- Work with individual districts to develop strategies for improving student learning outcomes.

Performance Results

Performance Measure	2008/09 Actual	2009/10 Actual	2010/11 Target	2010/11 Actual
Percentage of students who complete school within six years of first starting Grade 8	79.2%	79.7%	81%	Data available December 2011
Percentage of Aboriginal students who complete school within six years of first starting Grade 8	49.8%	50.4%	52%	Data available December 2011

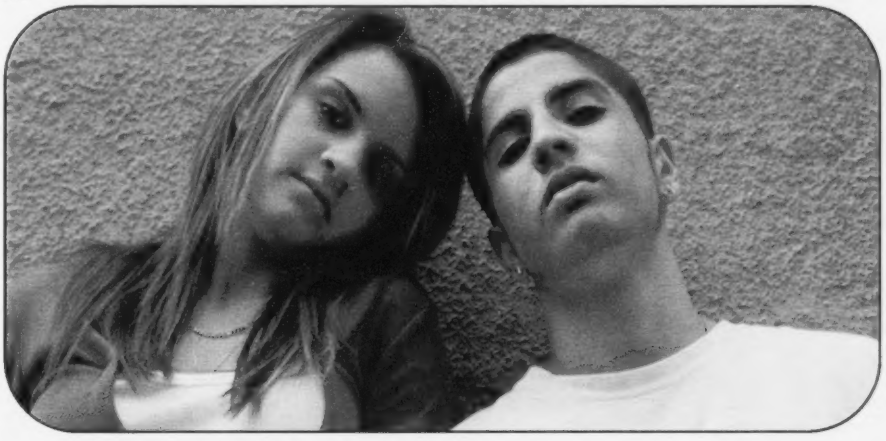
Data Source: Completion rates are based on data collected by the Ministry of Education.

Discussion of Results

Completion rates are determined by calculating the percentage of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a B.C. public or independent school.[14]

Young adults have a greater chance of making a successful transition to post-secondary studies or the workplace if they complete B.C.'s graduation requirements and receive a secondary school graduation diploma.

Results continue to show that B.C.'s world-class education system is meeting the needs of most students but new strategies are needed if students are to surpass the existing plateaus in achievement.



[14] The calculation of completion rates requires an estimate of migration from British Columbia. This estimate cannot be generated at the school level; therefore, completion rates are available only at the provincial and district levels.

Ministry Response

While B.C. currently enjoys a reputation as one of the top jurisdictions internationally in education, to maintain that position well into the future, the Province must embrace change. A personalized learning model has the flexibility to build on the strengths, interests, and passions of individual students. LearnNow BC, the Province's virtual school, provides students around the province with more choices and first-rate tutoring.

The provincial superintendents of achievement discuss student achievement reports with each district superintendent and executive team to identify individual students who may be vulnerable. School districts then manage interventions to assist these students. Superintendents of achievement also canvass school districts for strategies that are improving student achievement. These strategies are shared with other districts that have similar challenges.

In addition, the Ministry is continuing to work with Aboriginal communities and school districts to make tangible plans to engage Aboriginal students. There are now 51 Aboriginal education enhancement agreements to improve the success and educational experience of Aboriginal students in British Columbia. At the same time, the Ministry has introduced English First Peoples 10 and 11.

Performance Results

Performance Measure	2006/07 Baseline	2007/08 Actual[1]	2008/09 Actual	2009/10 Actual	2010/11 Target	2010/11 Actual
Percentage of students who enrol in post-secondary study or skills training within two years of completing school[2]	61.8%	64%	Data Available 2012	Data Available in 2013	67%	Data Available 2014

Data Source: These rates are based on data collected by the ministries of Education and Advanced Education.

[1] This is the most recent year for which data is available.

[2] Many jurisdictions track comparable data, enabling the Ministry to evaluate B.C.'s relative performance. This data does not include students who leave B.C. to pursue post-secondary education.

Discussion of Results

The rate of transition to post-secondary programs is a good indicator of how well the K–12 education system is preparing students for future life choices. Research indicates that individuals with post-secondary education tend to have higher rates of employment, higher earnings, and a greater overall quality of life.

Data collected over time shows that the majority of young adults who pursue post-secondary education will make the transition within two years of completing school. The transition rate to post-secondary education declines at a steady and predictable rate after two years.

The following chart shows that the great majority of those who take advantage of public post-secondary education do so within two years of school completion.[15]

(b) Cumulative Transition Matrix - Cumulative number of students transitioning from grade 12 grad to post-sec education per year.

		Post-Secondary School Year									
Grad School Year	Data	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	No Trans. Yet	Grand Total
2001/2002	# HS Grads	22,086	27,076	29,189	30,429	31,334	32,027	32,652	33,072	10,331	**43,403**
	Cum % of Grads	50.9%	62.4%	67.3%	70.1%	72.2%	73.8%	75.2%	76.2%	23.8%	**100.0%**
2002/2003	# HS Grads		22,717	27,632	29,786	31,005	31,980	32,775	33,328	11,069	**44,397**
	Cum % of Grads		51.2%	62.2%	67.1%	69.8%	72.0%	73.8%	75.1%	24.9%	**100.0%**
2003/2004	# HS Grads			21,131	25,717	27,675	28,906	29,925	30,688	11,675	**42,363**
	Cum % of Grads			49.9%	60.7%	65.3%	68.2%	70.6%	72.4%	27.6%	**100.0%**
2004/2005	# HS Grads				21,925	26,680	28,798	30,120	31,097	12,579	**43,676**
	Cum % of Grads				50.2%	61.1%	65.9%	69.0%	71.2%	28.8%	**100.0%**
2005/2006	# HS Grads					22,869	27,779	30,031	31,362	13,570	**44,932**
	Cum % of Grads					50.9%	61.8%	66.8%	69.8%	30.2%	**100.0%**
2006/2007	# HS Grads						22,493	27,396	29,495	13,992	**43,487**
	Cum % of Grads						51.7%	63.0%	67.8%	32.2%	**100.0%**
2007/2008	# HS Grads							23,359	28,524	16,049	**44,573**
	Cum % of Grads							52.4%	64.0%	36.0%	**100.0%**
2008/2009	# HS Grads								23,985	20,778	**44,763**
	Cum % of Grads								53.6%	46.4%	**100.0%**

Ministry Response

Students should be encouraged to discover their individual passions and pursue their interests. A personalized approach to the delivery of educational services enables students to leverage their strengths and pursue developmental opportunities, specific to their needs. This may result in students engaging in various post-secondary programs, and include further academic pursuits, skills training, athletics, and the arts. A personalized learning model motivates students by providing flexibility and choice. Through educational experiences like Planning 10, all students explore a wide range of post-secondary program options that can lead to a variety of career opportunities.

Goal 3: Life-long learning and literacy

The ability to read is a critical skill for individuals to function and thrive in society. Life-long learning helps those in the workforce as they face continuous changes and develop new skills. The Ministry of Education and its partners are working together to ensure that all British Columbians are literate and to increase access for learners wanting to further their education and upgrade their skills.

[15] For more information about transition rates, please visit www.aved.gov.bc.ca/student_transitions/documents/stp_fast_facts.pdf

Objective 3.1: Guarantee adult learners the basic skills for success

Strategies

- Offer free K-12 education in essential courses to all adult students, including graduates who feel they could benefit from further study.
- Introduce a Ministry-approved literacy foundations curriculum across the province in 2010 to better serve all learners with a focus on reading skills; the curriculum will allow adults with low levels of literacy to transition into post-secondary education or the workforce.
- Create neighbourhood learning centres that function as community hubs, which will draw in adults and inspire them to take advantage of opportunities for further education.
- Improve literacy rates among inmates, affording them opportunities to better their lives.

Objective 3.2: Increase the focus on reading in communities

Strategies

- Ensure district literacy plans[16] address all local learners through literacy goals on which boards of education and their communities can collaborate.
- Partner with 2010 Legacies Now, the Columbia Basin Trust, and the University of British Columbia to evaluate B.C.'s community literacy planning process.
- Expand the home libraries of young Aboriginal children through a partnership with the Ministry of Aboriginal Relations and Reconciliation, the First Nations Education Steering Committee, the Métis Nation of British Columbia, Invest in Kids, and the Dollywood Foundation of Canada.
- Promote equitable access to provincial public library resources[17] for all British Columbians.
- Support citizens in the communities in which they live through neighbourhood learning centres that include a variety of programs and services to engage families and individual learners of all ages.

[16] For more information about district literacy plans, please visit www.readnowbc.ca
[17] For more information about Libraries Without Walls strategic plan, please visit www.bced.gov.bc.ca/pls/library_strategic_plan.pdf

Report on Resources

Resource Summary Table

Core Business Area	Estimated[1]	Other Authorizations[1]	Total Estimated	Actual	Variance
Operating Expenses ($000)					
Education Programs	5,103,531		5,103,531	5,105,247	1,716
Public Libraries	13,130		13,130	13,988	858
Executive and Support Services	48,243	32,198	80,441	77,867	(2,574)
Statutory Account (Funding for Children's Education Fund Special Account)		46,074	46,074	46,074	0
Transfer from General Account to Children's Education Fund Special Account		(46,074)	(46,074)	(46,074)	0
Sub-total Operating Expenses	**5,164,904**	**32,198**	**5,197,102**	**5,197,102**	**0**
Adjustment of Prior Year Accruals				(603)	(603)
Total	**5,164,904**	**32,198**	**5,197,102**	**5,196,499**	**(603)**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)					
Executive and Support Services	1,852		1,852	562	(1,290)
Total	**1,852**		**1,852**	**562**	**(1,290)**
Capital Plan ($000)					
Public Schools	348,883		348,883	299,864	(49,019)
Total	**348,883**		**348,883**	**299,864**	**(49,019)**

[1] "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the Balanced Budget and Ministerial Accountability Act for ministerial accountability for operating expenses under the Act. The Ministry obtained access to Government contingency for the accrued expense for the Teachers Pension Plan liability arising from the accounting treatment of the December 2008 actuarial evaluation result for the Plan, and specifically results from a downward revision of future forecasted earnings of the Plan. 2010/11 expense is $33.8 million.

(continued next page)

Resource Summary: Public Schools

School Districts	2010/11 Budget	2010/11 Actual	Variance
Combined Income Statement ($000)[1]			
Total Revenue	5,440,000	5,414,000	(26,000)
Total Expense	5,440,000	5,418,000	(22,000)
Operating Results	–	(4,000)	(4,000)
Gain (Loss) on sale of capital assets (if applicable)	–	28,000	28,000
Net Results	–	**24,000**	**24,000**

1 This combined income statement includes estimates from 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

Annual Service Plan Report Appendices

Appendix A: Ministry Contact Information

General Enquiries
The Ministry of Education provides a single contact point for the public to ask questions relating to the Ministry's activities.

The operating hours for the Ministry's general enquiries line is Monday to Friday, 8:30 am to 4:30 pm, excluding statutory holidays.

General Enquiries Line: 1 888 879-1166

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